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ABSTRACT

Alternative educational programs were offered in the Philadelphia, Pennsylvania school district to help students whose needs were not being met through the regular programs. Of 29 alternative programs evaluated, 27 were fully implemented, one was partially implemented, and one was not implemented. The programs included: (1) disruptive behavior or truant programs; (2) individualized programs; (3) career training; and (4) general alternatives. Evaluations were conducted at one of two levels, according to priorities and budget restrictions--eleven programs received full evaluation services, and eighteen others received minimal services. Minimal evaluation services involved fewer site visits and emphasized the determination of program implementation. Evaluation criteria were based on California Achievement Test scores, attendance, behavior, and performance ratings. Data on the racial composition of each program were also obtained. Average daily attendance for program students was 82%, and the number of behavior problems was reduced. Achievement data generally indicated that alternative students improved at least at the same rate as students in traditional programs. Moreover, the alternative programs provided options which were unobtainable in a traditional school. Each program summary includes description, history, objectives, implementation, outcomes, attainment of objectives, and conclusions. (Author/GDC)

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EVALUATION OF ALTERNATIVE PROGRAMS
1977 - 1978

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October 1978
Report #7918

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INTRODUCTION

Alternative Programs Evaluation

During the 1977-1978 school year, evaluation resources available were not sufficient to permit an intensive evaluation of each alternative program. It was, therefore, necessary to establish two levels of service: Full Evaluation Services and Minimal Evaluation Services. Program administration was consulted, and the level of service given to each program was based on the priorities and information needs expressed.

FULL EVALUATION SERVICES: Eleven alternative programs received full evaluation services. They received between six and ten site visits, depending upon size and complexity of the program. Program data were collected using the Alternative Programs Student Record Form.

MINIMAL EVALUATION SERVICES: Eighteen alternative programs received minimal evaluation services. These programs received two or three site visits. Emphasis was placed on examining program implementation. Program data were collected using the Alternative Programs Student Record Form.

Abstract

Alternative Programs were established to provide a way to help students whose needs were not being met through the regular educational offerings. Twenty-nine full-time programs were evaluated this year. Of this group, 27 programs were fully implemented, one was partially implemented, and one was not implemented. The alternatives (both secondary and elementary) were of four types: disruptive/truant programs, individualized programs, career programs, and general alternatives. Observations made of these programs indicated that students were being offered learning opportunities which were not available in the home school. For example, the Bridge offered students with alcohol and drug problems a full time residential program. Students received the four core courses, psychological therapy, and a life skills development program. The Kensington Pre-Paramedic Program offered students training in the allied Health fields and the Environmental Center at Pennypack Park offered young students an opportunity to learn about their environment.

During the 1977-1978 school year data were collected in the areas of achievement, attendance, behavior, and subject performance. In addition, a program by program racial breakdown was obtained. The CAT Reading results indicated that 60% of the students attained or exceeded the anticipated growth for their NPRs this year, while 40% did not. The Math CAT results were not as positive with 47% attaining or exceeding their NPR's, while 53% did not. During the 1977-1978 school year the average daily attendance was 82% for all Alternative Program students. During the 1977-1978 school year a phone survey of Program Coordinators indicated that the overall racial breakdown of Alternative Programs was 53% Black, 6% Spanish, and 41% White. In addition, the data indicated a reduction in the number of behavior problems and unsatisfactory subject ratings obtained by students.

Alternative Programs were designed for specific groups of students and they appear to be meeting the needs of those students. This is supported by observations of Alternative Program students. In the area of achievement, results show that students in Alternative Programs, often an "at risk" population, are improving at least at the same rate as those students in the traditional school. Moreover, options were available which could not be obtained in a traditional school.

BARTRAM BASIC SKILLS AND TRAINING PROGRAM

Administrator: Louis D'Antonio/Fred Watson
Headquarters: 67th & Elmwood Avenue
Telephone: SA 4-7555
Operating Years: 1972 - 1977
Grades Served: 10-12
Number of Pupils: 50
Project Location: 1 On-Site, x Off-Site
Number of Employees: 3 Professional, 0 Paraprofessional, 1 Clerical
Funding Source: General Fund

Project Description

This off-site program served approximately 50 students in grades 10, 11, and 12 who had difficulty in adjusting to the regular program at Bartram High School. Students were referred to the program if they exhibited high absenteeism, disruptive behavior and/or poor academic achievement.

The curriculum was centered mainly around the development of basic academic skills. The program provided instruction in English, reading mathematics, science, physical education, career education, and social studies. In addition, students who wanted an elective or needed a particular course to meet graduation requirements took it at the main building. A guidance counselor from the main building met with the students through appointments at the off-site location. Also, eligible Title I students received a breakfast each morning.

Project History

Bartram Basic Skills Alternative Program has been operating since 1972. Originally the program was located in the main building, but moved off-site to

its present location after the first year. The program experimented with various instructional strategies such as contracts and ungraded classes; but evolved into its present formal, structured approach in order to give the students a more stable situation. Improvement in attendance and a reduction in unsatisfactory behavior ratings have been evident throughout the years of the program.

Project Objectives as Stated in Proposal

1. At least 50% of the students will increase their attendance over 1976-1977.
2. At least 50% of the students will maintain or increase their National Percentile Ranks on The California Achievement Test Total Reading Score.
3. The number of unsatisfactory performance ratings in the major subjects will decrease by at least 40% from 1976-1977.
4. At least 40% of the students will improve their behavior ratings since 1976-1977.
5. The percentage of students of one race in the program will not be below 40% nor above 60%.

Program Implementation

The Bartram Basic Skills Alternative Program was located in the basement of a church located two blocks from the main building. There were six rooms available for the program's use: two classrooms, two small conference rooms, a large activity room, and an office. Students were recommended to the program by the school counselors after consultations with teachers, parents, deans, and program staff. Once a student was recommended to the program, he/she was given a two week probation period to see whether he/she could adjust to the program.

The program staff consisted of three full time teachers and a secretary. One teacher taught English and reading, one taught mathematics and science, and the other taught social studies and served as the program coordinator. Also, a guidance counselor from the main building was assigned to provide services to the program students. He came to the off-site location one day per week to offer individual and small group counseling. The school day was from 8:15 A.M. to 1:30 P.M. The students were divided into two groups according to their English and reading levels. While the students received instruction in the major subjects and physical education at the program site, they could attend classes at the main building for any courses not offered at the program site.

During visits to the site, it was observed that the teachers used a structured approach in their classes. Instructional methods observed were teacher exposition, textbook reading--both silent and oral, paper and pencil assignments, group discussions, and use of audio-visual materials. Also, it was observed that there were sufficient quantities of textbooks and teaching materials and they seemed to be at appropriate levels. The program students took mid-term and final exams, the same as those at the main building.

In cases of student absence or misconduct, parental contact was maintained through phone calls, but in severe cases, parents were asked to come to school for a conference.

The evaluator was impressed by the family-type atmosphere provided for the students. Many students were formerly "hard-core" problems -- students with virtually no interest in school. The staff was able to provide a non-threatening, accepting atmosphere. On visiting the program, the evaluator saw extremely few behavior problems. When the problems were discussed with the staff, the teachers demonstrated extensive knowledge on the background of the students and their problems.

Project Outcomes: Evaluation Questions

QUESTION: What proportion of students increased their attendance over 1976-1977?

ANSWER: There were comparable attendance data for 41 students. Of this group, 24 (59%) had higher attendance this year, while 15 (37%) had lower attendance and 2 students (5%) did not change. The average daily attendance (ADA) for 1977-78 was 78%, while for 1976-77 it was 76%.

QUESTION: How did the number of unsatisfactory performance ratings in the major subjects compare with last year's?

ANSWER: For 41 students in the four major subjects, there were 43 unsatisfactory performance ratings in 1976-77, while in 1977-1978 there were 23, a decrease of 20 (47%).

QUESTION: How many students improved their behavior rating over last year?

ANSWER: The staff reported behavior ratings for 41 students. Of this group 22 (54%) were reported as having no behavior problems, 18 (44%) had a few, and 1 (2%) had many. Comparable data for two years were available for 29 students. Of these, 3 (10%) had fewer unsatisfactory ratings this year, 20 (69%) had the same number. While 6 (21%) had more.

QUESTION: What proportion of students maintained or increased their National Percentile Rank on the CAT Total Reading Score?

ANSWER: There were CAT reading results for two years available for 29 students. Of this group, 13 (45%) attained or exceeded the anticipated growth for their National Percentile Ranks, while 16 (55%) did not.

QUESTION: What was the racial composition of the student body?

ANSWER: Of the 50 students in the program, 45 (90%) were black and 5 (10%) were white.

Attainment of Objectives

The attendance objective was met, since 59% of the students improved their attendance over 1976-1977. Since only 45% attained or exceeded the anticipated growth on the CAT, the achievement objective was not attained. The 47% decrease in failures of major subjects exceeded the targeted 40%; consequently, the objective was attained. Since 54% of the students had no behavior problems this year, the objective of improving behavior was considered attained. Project records showing the student body to be 90% black, indicating that the racial balance objectives was not met.

Conclusions and Recommendations

The Bartram Basic Skills Program was implemented as proposed. The program centered on a basic high school curriculum that provided a small class size and individual attention for the students.

BRIDGE

Administrator: James Adams/Peter Quinn
Headquarters: 8400 Pine Road
Telephone: 342-5000
Operating Years: 1976 - 1978
Grades Served: 7 - 12
Number of Pupils: 63
Project Location: X On-Site, Off-Site
Number of Employees: 15 Professional, 8 Paraprofessional, 4 Clerical
Funding Source:

PROJECT DESCRIPTION

The Bridge was designed for students who have a drug or alcohol problem which disrupted their normal life style. Students stayed at the Bridge as full-time residents on a volunteer basis. The program had three main components: an educational component offering small group and individualized instruction, a therapeutic program offering daily counseling sessions, and a life skills development program. The life skills program helped students learn to structure their time and develop new hobbies. The Bridge also offered job counseling and helped advanced students find suitable work.

PROJECT HISTORY

The 1976-1977 school year was the first year the Bridge was evaluated by the Philadelphia School District. All three Bridge components were fully implemented last year.

PROJECT IMPLEMENTATION

All students at the Bridge were accepted as residents on a volunteer basis. Referrals were made by counselors, parents, or through the courts. All students had a drug or alcohol problem which disrupted their normal pattern of life. However, in the case of a physically addicting drug, the student was first sent to an area hospital for detoxification and then admitted to the Bridge.

The Bridge was located in a large building in the upper Northeast and had the capacity to care for 65 residents. The Bridge contained separate sleeping quarters for males and females, and a kitchen and dining area with the facilities to cook for and serve all students.

Instructional classes were held in a large open classroom. Rooms were also available for therapy sessions and recreational activities.

The Bridge staff consisted of the following:

- | | |
|-------------------------|--------------------------|
| .1 Executive Director | .1 Parent Therapist |
| .1 Therapeutic Director | .4 Teachers |
| .1 Educational Director | .1 Vocational Counselor |
| .1 Development Director | .1 Out-Patient Counselor |
| .4 Core Therapists | .2 Part-Time Teachers |
| .1 Re-entry Therapist | .8 Counselors |

The daily student schedule was as follows:

6:00 - 8:00 Cleanup, make beds, and do any assigned duties
(i.e., kitchen team)

8:00 - 9:00 Breakfast and morning meeting

9:00- 10:00 Cleaning teams -- students were assigned to teams which
cleaned various parts of the house

10:00- 12:15 Instructional classes or therapy sessions

12:15- 1:00 Lunch

1:00- 4:30 Instructional classes, therapy sessions, free time or
part-time job off-site

- 4:30 - 5:30 Recreational activities, outside if possible
- 5:30 - 7:00 Dinner
- 7:00 - 8:30 Life-skills development classes
- 8:30 -10:30 Free time, graduate meetings, or more life-skills classes
- 10:30 -11:00 Cleanup
- 11:00 P.M. Students retire to their rooms. Lights out at 11:30 P.M.

The Bridge program had five levels through which a student passed if he/she stayed throughout the entire program (approximately 25% did). The levels were a good indicator of how the student had progressed, since succeeding levels provided a student with more freedom and responsibility.

Progress from level to level required approval of the Bridge directors who met periodically to assess the students. The fact that 75% of the students did not remain for the entire program might not indicate failure by the program. Many students progressed quickly and had no need to remain the entire length of the program.

The following paragraphs offer a brief description of each level. For a more complete description see Appendix A.

All beginning students entered into investment, probably the most difficult stage. During this stage the student was permitted no outside contact (i.e., parents, friends) and had a totally structured day with little free time. Observation found these students to be very quiet and, in general, trying to find their "place" in this new environment. The main function of a student in investment was to learn to listen and start involving him/her self in the program.

Stage One. At this point the student started working on personal problems and his own general self-concept.

Stage Two. Students began working on family relationships. Role playing was one of the methods used. Family visits were permitted at this point.

Stage Three. Students started going back into the community, and were allowed to go home on weekends. Therapy was more practically oriented. Students were permitted to hold a part-time job.

Senior Level. The students prepared to leave the Bridge. Preparation for taking the GED was made. The student was allowed out every weekend and had the opportunity to work full time.

Graduate Level. The student lived away from the Bridge. The student should be attending school or working full time. The student also could attend graduate meetings to talk over any problems he/she might be having.

PROGRAM COMPONENTS

Therapeutic Component

The therapy sessions could not be observed. All information was, therefore, attained through discussions with the therapists and the students.

The therapeutic component had two main groups, the core group and the re-entry group. Each student was assigned to a core group therapist upon entry into the program. The student attended a group therapy session four days a week and an individual session one day per week. The main function of the core group was to gain a better understanding of why the student had a drug or drinking problem. The therapist could direct the group providing discussion and or value clarification sessions. However, group interaction was considered a better method of getting students to examine themselves and their present value system (e.g., taking drugs, stealing, etc.). Another important function of daily therapy was that it provided immediate feedback of a student's problems or successes. The student remained in core group therapy until the student entered Level Three.

In Levels Three through Graduate Level, a student was involved in re-entry therapy. The main purpose was to help students learn to deal with real life situations. Since students were allowed home on weekends and were back out on the "streets," they needed to learn to deal with the problems that previously they could not handle. Therapy sessions, which occurred three times a week (two group,

one individual), were designed to help the student deal with those problems. One method used was to allow students to participate in the graduate group. There, they discussed and learned from graduates of the program about problems they might encounter.

Educational Component

This year, there were extensive staff changes. The educational director was replaced, as was the math teacher, and the science teacher was out due to illness and replaced by a long-term substitute.

The educational component had two parts: classroom instruction and the vocational/career program. This year, additional emphasis was placed on the use of contracts in the classroom. The staff felt that this method would allow students increased freedom to choose what they learn. In addition, the staff felt student progress could be tracked more accurately. If a problem student was detected, the staff met with the student to work toward a solution. Observations indicated that students worked at their pace in their appropriate subject area. The teachers served mostly as resource persons. Students were also observed interacting with one another working on problems they encountered. This method worked well with the small teacher to student ratio. In general, the largest class had 9 students and the smallest had one. The one on one instructional method was observed often.

The program also stressed a review of the types of problems encountered on the GED exam. This was considered an important part of the curriculum for graduating students, since one Bridge goal for graduates was the continuation of their education or the attainment of a stable job. The acquisition of a high school diploma would be a large step toward meeting that goal.

The vocational/career program helped each student set realistic career goals. The counselor met with students in levels 1-3. Interest inventories were administered and the results discussed with the student. Based on these results,

and on the counselor's opinion, the student reviewed a series of occupational briefs; then the student began writing a reaction paper. The object of the paper is to help the student decide upon a possible career and to outline the steps needed to meet this career. The Bridge program also offered other courses in career development. Actual job placement occurred after the student completed the job readiness sessions (e.g., reaction paper).

The Life Skills Development component involved students in cleaning the living quarters, cooking all meals, as well as participating in the evening recreational sessions. The main function of this component was to help students learn to structure their time effectively.

During the day, students were assigned specific responsibilities which they had to discharge (e.g., cleaning, cooking). Counselors were around to supervise activities or "rap" with students about problems they encountered. The counselors also punished students who broke any house rules.

During the evenings, the counselors provided a variety of activities in which students had to be involved. Activities included chess, modern dance, electronics, weight lifting, black awareness, a newspaper course, as well as outside activities during warm weather. Observations indicated that students enjoyed the life skills development program and appreciated the skills they were learning.

PROJECT OUTCOMES: Evaluation Questions

QUESTION: Did the program provide small group and individualized instruction and an opportunity to obtain a GED?

ANSWER: Yes. Small group and individualized instruction were observed on six separate occasions by the evaluator. Students were also observed practicing problems similar to those encountered on the GED exam.

QUESTION: Were students provided with a therapeutic program involving daily daily counseling sessions?

ANSWER: Yes. Upon entry into the program, students were provided with a core group therapist. Group sessions with the therapist occurred four days per week. Individual sessions occurred once a week. Primary emphasis was to examine why they had a drug or alcohol problem. Upon entry into Level Three, a transition occurred, the student was assigned a re-entry therapist twice a week and remained with the core therapist twice a week. In time, the student remained only with the re-entry therapist who was helping the student deal with real life situations (e.g., going back out on the "streets"). Students were also involved in graduate therapy, allowing them a view of the problems graduates had experienced.

QUESTION: Was a Life-Skills Development Program Implemented?

ANSWER: Yes. Students had an opportunity to learn the responsibilities involved in cooking and cleaning their house. They participated in evening classes, learning various hobbies or skills. The counselors also provided themselves as a friend with whom students could "rap."

QUESTION: Were students provided with job opportunities?

ANSWER: Yes. Upon entering Level Two and receiving approval from the educational director, students could obtain a part-time job out in the community. This job could become full-time, depending upon the recommendations of the job counselor who supervised the student and the student's individual progress at the Bridge.

CONCLUSIONS AND RECOMMENDATIONS

It was difficult to evaluate a program dealing with such sensitive problems as drug and alcohol abuse in today's youth. Since few students remained more than a year, academic achievement was difficult to measure. The problem of assessing student dropout was also difficult since the impact of the Bridge could not be ascertained, and even if it could, no guidelines would be available to determine success or failure.

The Bridge offered students a chance to re-evaluate their life style. Students had an opportunity to examine their own feelings, as well as their peers', in a structured counseling environment. They learned to structure their time and acquire new hobbies and skills. They learned that they were responsible for their actions and that the responsibilities they had were important. They could continue their formal education, progressing through grades or by obtaining their GED through an exam. Finally, the students could slowly return to their regular environment to test their feelings.

In summary, the Bridge offered students a chance to deal with their problems and grow both cognitively and emotionally.

APPENDIX A

INTERMEDIATE ONE

(2 to 3 months)

COMMUNICATION:

- Automatic phone call home upon reaching Level I.
- Automatic letter home through therapist.
- Personal correspondence requested through therapist.
- One social visit, scheduled at the discretion of the family and core therapist, is permitted during Level I.

COMMUNITY INVOLVEMENT, PRIVILEGES, AND RESPONSIBILITIES:

- Off Buddy System.
- Responsibility of the role of 'Group Greeter' and/or 'Big Brother' or 'Big Sister' in relation to a new member of the resident community. This responsibility includes orientation to the community and to members of the community. It is compulsory that the Big Brother or Big Sister spend some time of verbal communication with their little brother or sister each day discussing activities, meals, concept sessions, etc.
- Must request use of record player, radio, and television.
- House responsibilities in work areas.
- Continued formal education in academic subject areas.
- Opportunity to choose and schedule leisure skill classes.
- Opportunity to plan and schedule weekend activities.
- Continued involvement with Life Skill Counselor and development of individualized Life Skill Contract.

THERAPY:

- Four groups per week: Monday, Tuesday, Thursday, and Friday.
- Individual sessions with therapist.

INTERMEDIATE TWO

(2 to 3 months)

COMMUNICATION:

- Telephone calls to immediate family and personal correspondence requested through therapist.
- Therapy visits initiated with family and coordinated by the family and core therapists.

OUTSIDE COMMUNITY CONTACT:

- Opportunity to attend outside functions such as plays, sports events, shows, etc.
- Opportunity to wear jewelry when going out of the house.

COMMUNITY INVOLVEMENT, PRIVILEGES, AND RESPONSIBILITIES:

- Continued involvement in 'Group Greeter', 'Big Brother/Big Sister' Program.
- Use of record player without request, with the exception of stereo in Record Room.
- Care of areas of responsibility in the house, i.e. landscape, laundry, kitchen, dormitories, etc.
- Continued formal education in academic subject areas.
- Continued involvement with Life Skill Counselor and development of individualized Life Skill Contract.
- Continued involvement in daily activities with opportunity to assist younger residents in activities.
- Continued involvement in planning of weekend activities.
- Continued involvement in scheduling of leisure skill classes.
- Involvement in planned weekly outings to cultural and recreational community events.

THERAPY:

- Four groups per week: Monday, Tuesday, Thursday, and Friday
- Individual sessions with therapist.
- Family therapy begins.

RE-ENTRY PROGRAM

LEVEL III

(2 to 4 MONTHS)

REQUIREMENTS:

Before moving to Level III, a resident should:

- Have concrete Educational/Vocational decisions regarding taking of G.E.D. exams, returning to high school, working, vocational training or college.
- Have a general idea of living situation, returning home to live or living on his/her own, to be reality tested in re-entry.
- Have an understanding of his/her dependency needs and how to deal with them.

GOALS:

- To begin to experience the outside alone and with supportive others.
- To explore new "highs"; to construct a healthy and positive leisure life style.
- To test out values and life style away from Bridge supports (addiction).
- To reality test possible living situations.
- To learn to successfully deal with his/her dependency needs.

HOUSE RESPONSIBILITIES:

- Responsibilities in the house remain as before until the person begins working.
- Leadership in the re-entry phase will be primarily role modeling.
- Cardinal Norms apply to re-entry residents at all times, including when they are out of the house to attend meetings, go shopping, speaking, and on their weekends.
- Groups:
 - 2 Re-entry
 - Core Group
 - Consumer Education Group
 - Work Readiness Group
- Monday & Friday P.M.
- Tuesday & Thursday for 1 month
- Monday A.M.
- Wednesday A.M.
- Submit agenda exploring new and healthy ways of utilizing leisure time.
- Prepare weekend plans and write up on card, to be presented in re-entry group on Friday, P.M.

PRIVILEGES:

- Allowed out in area immediately surrounding house with staff awareness. Allowed off the property with another Three or Senior with permission of Re-entry Therapist.
- Allowed out every other weekend - first two for 12 hours, (Saturday, 10 AM to 10 PM), then with permission, from 10:00 AM Saturday until 8:00 PM Sunday.
- Allowed to make phone calls to arrange weekend plans and to take care of business with permission of Re-entry Therapist.
- Allowed to go shopping once a week for personal needs with permission of Re-entry Therapist.
- May go to outside N.A. & A.A. meetings once a week with permission of Re-entry Therapist.
- After one month, may get a part-time job with approval of Re-entry Therapist and Education Coordinator. When working, will pay 5% of income to The Bridge.

SENIOR LEVEL

(6 to 8 WEEKS)

REQUIREMENTS:

- G.E.D.'s completed if taking them.
- Concrete decision on living situation.
- Concrete educational and vocational plans.

GOALS:

- To finalize transition from the house to the resident's final living situation.
- To become accustomed to the resident's chosen life style: (work, school, etc.)
- Continue outside experiences, every weekend, and more freedom in plans and leisure choices.

HOUSE RESPONSIBILITIES:

- Fewer house responsibilities, mainly to keep living area tight.
- Participate in re-entry group, when it does not conflict with work schedule.
- Participate in Graduate Group.
- Continue to explore constructive leisure time activities on weekends.

PRIVILEGES:

- Allowed out every weekend from 6:00 PM Friday to 8:00 PM Sunday.
- Opportunity to work full time, attend trade school, high school, etc.
- If working full time, pay 5% of income to The Bridge.
- When returning from weekends, a urine sample will be examined. In addition anything purchased or brought from home must be presented for screening before being brought into living areas. Nothing which is banned from the house may be brought in by re-entry residents.

GRADUATE

(first 4 to 6 months)

GOALS:

- Successfully live away from Bridge supports -- move toward independence.
- Fully experience the "straight" world.

REQUIREMENTS:

- Secure with job/school and living situation.
- Consistent and comfortable use of graduate group, AA & NA meetings.

HOUSE PRIVILEGES & RESPONSIBILITIES:

- Follow all house norms.
- May stay overnight with permission of re-entry therapist or staff member on overnight.

COOKE/OLNEY ALLIED HEALTH CAREER PROGRAM

Administrator: Norman K. Spencer/Harry Topolsky
Headquarters: Messiah Luthern Church, 4400 N. Broad Street
Telephone: GL5-3553
Operating Years: 1972-1978
Grades Served: 9-11
Number of Pupils: 100
Project Location: On-Site, X Off-Site
Number of Employees: 5 Professional, 3 Paraprofessional, Clerical
Funding Source: General Fund

Project Description

The CLEC program was a paired school program involving female students from Cooke Junior High School and Olney High School. The program was designed to offer students an opportunity to examine work in the allied health fields. Students worked in a hospital one day per week, mostly performing the duties of a candy striper. Students were given the opportunity to observe the professional staff at work and ask questions. During the rest of the week students were in the classroom. Emphasis was placed upon basic skills development, though clerical/business and medical technology courses were also offered.

Project History

The CLEC program began in 1972 operating with students from Cooke Junior High School. Students worked in a hospital two days per week and were in the classroom three days per week. The use of junior high school students in the hospital setting was limited. This led to negotiations with Olney High School, which, in turn, led to the involvement of high school students in the CLEC program. At present, most of the students in CLEC come from Olney. Another change in the CLEC program was time spent in the hospital. Until last year,

students worked at the hospital two days per week. A sharp drop in CAT scores, however, led to a recommendation that the hospital time be reduced and more time be spent on basic skills. That recommendation was incorporated this year.

Project Objectives As Stated In Proposal

A. To increase student satisfaction with school as indicated by:

- (1) an improvement in the attendance of 50% of the students in the program.

B. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1976 to 1977.

Project Implementation

All students at CLEC volunteered to be in the program. Each student was interviewed by the staff. A parent permission slip had to be presented. The main criterion for admission to CLEC was an interest in the allied health fields.

CLEC operated off-site in an unused section of a church. Seven rooms were available. Six of them were used as classrooms, and the other room served as an office. At present the building gives the staff ample room to operate their program.

The program offered students courses in English, history, math, science, psychology, health careers, and business training. The core courses were designed to improve basic skills. The other courses were designed to integrate the students' course work with the off-site work experience. The health careers course included a review of medical vocabulary words, a study of human anatomy, and role playing situations that might be encountered in a hospital. To supplement the role playing situation, the medical technology classroom had a hospital bed and life like human model. Observations revealed that many topics were covered by the teacher that related to a hospital situation, including examination of the reproductive systems, contraceptives, and the importance of

cleanliness in the hospital.

In the business course, students were involved in discussions and readings about interdependency in English, basic skills, vocabulary and grammar. In math, fractions and multiplication tables were reviewed. Each student worked on her own. The teacher served as a resource person working with students on an individual basis.

The instructional approach varied since teachers employed their own methods. Small group and individualized instruction were observed. In the medical technology class, whole group instruction was used. The teacher taught from the board, while students took notes and asked questions. In psychology, students were divided into small groups, each group working on a different topic.

During the first 11 weeks at school, students did not go to the hospital. They attended their on-site classes on a full time basis, working on basic skills and areas which related to their off-site experiences. This was done primarily to give students a better understanding of their hospital work experience. After this period was over, students were assigned to area hospitals one full day per week. Upon arrival at a hospital, students were given a tour, an orientation, and fire safety instruction. Observations at Hahnemann Hospital revealed that the hospital worked with approximately 25 students per week. Each student worked at 9 A.M. to 3 P.M. shift. The hospital provided lunch for the students. Students were allowed to perform the duties of a candy-striper. Students were observed making beds, feeding patients, and cleaning the patients' unit.

During the year various trips were taken to area hospitals and related health field areas. Classroom trips to various parks were also taken.

Project Outcomes: Evaluation Questions

QUESTION: Was there an improvement in the attendance of 50% of the students?

ANSWER: Complete attendance information was available for 81 students. Of this group 49% (40) improved their attendance while 51% (41) did not. During the 1976-1977 school year attendance was 79%, last year the attendance rate was 76%.

QUESTION: What proportion of students maintained or increased their NPR's on the CAT total Reading score?

ANSWER: Of 47 students with CAT data, 37 (79%) attained or exceeded their anticipated growth in reading during 1977-1978.

QUESTION: What was the average daily attendance for the 1977-1978 school year?

ANSWER: The average daily attendance for this year was 79%. Thirty-four students had better attendance, one remained the same, and 39 students had poorer attendance.

Attainment of Objectives

The objective related to reading achievement growth was attained. Seventy-nine percent of the students attained or exceeded their anticipated growth in reading during 1977-1978. The objective related to attendance was not met, as attendance for students remained the same as last year.

Conclusions and Recommendations

The past year was successful for CLEC. Every student participated in the hospital program throughout the year. Head nurses of the Hospital reported satisfaction with the students to the point of asking the coordinator, "Why can't we have more like them?" Of 49 students in the graduating class, 17 graduated, two of whom received scholarships to X-ray technology school.

EDISON PROJECT

Administrator: John Fareira/Walter Spector
Headquarters: Potter School, 4th & Clearfield Street
Telephone: NE4-8180
Operating Years: 1971-1978
Grades Served: 10-12
Number of Pupils: 200
Project Location: _____ On-Site, X Off-Site
Number of Employees: 11 Professional, 6 Paraprofessional, 1 Clerical
Funding Source: General Fund

Project Description

This program was designed for students who were potential dropouts and who had a prior history of poor school attendance. The program provided a personalized educational experience in self-contained classrooms emphasizing the development of basic skills. Subject area instruction centered around the use of "learning stations" through which students were cycled. Career exploration experiences were provided through the establishment of outside learning stations in the community and through a career education class within the school.

Project History

The Edison Project began in 1971 as a Title VIII Dropout Prevention Project. The program was intended to provide potential high school dropouts with both academic skills and career awareness so that they might be better able to make educational and occupational decisions. During its first two years the Edison Project, through continual modification, evolved into its present structure. Observations conducted during the 1975-1977 school years revealed that the Edison Project continued as a multi-faceted program, offering a full program in the academic subjects, career education, and basic skills remediation. The

effect of the Edison Project on preventing dropouts has been documented in a previous report (1975) in which it was shown that the project had the effect of lowering the dropouts rate and raising the attendance for the high school as a whole.

Project Objectives as Stated in the Proposal

- A. To increase student satisfaction with school as indicated by:
 - (1) an improvement in the attendance of 50% of the students in the program;
 - (2) an improvement in behavior ratings of 40% of the students in the program; and
 - (3) a 40% decrease in the number of unsatisfactory performance ratings received by students in the major subjects.
- B. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by change in National Percentile Ranks on the California Achievement Tests from 1977 to 1978.
- C. The off-site experiences will be interrelated with the classroom program.

Project Implementation

During the first half of the school year, the program was identical to last year's program. In the morning, reading and math were taught during two 45 minutes periods. Students remained in their homeroom for reading and received individualized self-paced instruction based on the Barnell-Loft reading materials. During the mathematics period each teacher was responsible for a particular level of instruction, and students were cycled to the appropriate teacher. The second half of the instructional day consisted of two 45 minute "learning stations" in the subject areas of science, math, social studies, language arts, and career development. Each teacher was responsible for managing a learning station and students were rostered to each learning station for two to three periods a week. Instruction at the learning stations consisted primarily of teacher-made, self-paced learning packets.

During the second half of the school year extensive staff changes took

place. The program coordinator was replaced by a lead teacher and the following positions were filled by substitutes: lead teacher, reading teacher, social studies teacher, and the career program instructor.

The staff then instituted some changes for the remainder of the year. In the morning, students would receive language arts and math instruction from the same teacher. Then, a third period called Enrichment was offered. Each teacher offered an elective that students could choose (e.g., sports, experimental biology). In the afternoon social studies/career development, social science, and recreational activities were offered. The course social/career development provided an opportunity for many speakers to visit the school and address the children. Speakers addressed the following topics: welding, drafting, state employment, electronics, armed forces, plumbing, and the allied health fields.

In addition to the regular classroom program, a reading lab and math lab formed a significant part of the instructional program by providing additional remedial instruction for all students who needed it. The labs were staffed by a reading specialist and math specialist who, in addition to their teaching responsibilities, served as resource aides for the classroom teachers by helping in curriculum development efforts and by assisting in the placement of students into the basic skills program. The reading and math labs provided extensive individual remediation for all students who placed in the lowest fifth of the distribution of standized reading achievement scores. The informal, relaxed atmosphere of both labs may have encouraged some students, who might not otherwise have done so, to attend school.

Eleventh and twelfth graders were rostered for the learning stations in career development. Students received instruction in job-seeking skills and the various job options open to them. Also, students were made aware in the classroom of the appropriate behavior that would be expected in most job situations. Each outside learning station lasted from three to five school days. The program

was jointly developed by the project staff and personnel from the organization hosting the learning station. At each learning station students participated in a variety of activities ranging from on-site observations to actually working or helping at specific jobs. This year each student attended at least one learning station. Some attempts were made to interrelate the outside learning station experiences with the classroom program. Twenty students were observed meeting with the Personnel Director of the Evening Bulletin.

Occupations the students were capable of obtaining were discussed. The director also discussed how to use the newspaper to look for jobs and how to act during an interview. Students then took a tour of the Bulletin building and had an opportunity to meet various employees.

Project Outcomes

QUESTION: Were the off-site experiences interrelated with the classroom program?

ANSWER: Yes. Students had the opportunity for discussion and they reviewed basic job skills necessary for the specific area they saw.

QUESTION: Did 50% of the students improve their attendance this year?

ANSWER: No. Sixty-eight students had higher attendance, four remained the same, and 88 has lower attendance. Overall, 43% of the students improved their attendance over last year. This year the average daily attendance was 69%.

QUESTION: Did 40% of the students improve their behavior ratings over last year?

ANSWER: Yes. During the 1977-78 school year 63 students (46%) had fewer discipline referrals, 64 students had the same number, and 11 had more discipline referrals.

QUESTION: Was there a 40% decrease in the number of unsatisfactory subject ratings obtained by students?

ANSWER: No. During the 1976-77 school year, there were 131 unsatisfactory ratings. During the 1977-78 school year there were 196 unsatisfactory

ratings. This represents an increase of 50%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in reading?

ANSWER: Yes. Comparative CAT data were available for 101 students. Of this group 55% (56 students) attained or exceeded the anticipated growth for their NPR's, while 45% (45 students) did not.

Attainment of Objectives

The program attained three of its five objectives. There was a decrease in attendance and an increase in unsatisfactory subject ratings. On the other hand, the career program was implemented, student behavior improved, and the program attained its achievement objective.

Conclusions and Recommendations

The Edison Project was fully implemented and continued a multi-faceted program that addressed the needs of some potential dropouts. A full program in the academic subjects, career education, and basic skills remediation was offered. The staff changes that occurred during the year seemed to have a minimal effect.

Fels Alternative Program

Administrator: Sidney Bozniak/Stam Patrick
Headquarters: Devereaux and Langdon Street
Telephone: JE3-9987
Operating Years: 1972-1978
Grades Served: 7-9
Number of Pupils: 30
Project Location: X On-Site, Off-Site
Number of Employees: 1 Professional, 0 Paraprofessional, 0 Clerical
Funding Source: Federal Fund

Project Description

The core curriculum focused on improving reading and mathematics skills of 8th and 9th graders who were "turned off" by their experiences in schools. Informal discussions centering on values clarification were part of the program. As part of a work experience component, students learned how to take job interviews, fill out applications, and maintain records of their experiences at school.

Project Objectives As Stated in Proposal

1. At least 50% of the students will increase their attendance over 1976-1977
2. At least 50% of the students will maintain or increase their NPR's or the CAT Total Reading Score over 1976-1977.
3. At least 40% of the students will improve their behavior rating over 1976-1977
4. There will be at least a 40% reduction in the number of discipline referrals compared to last year.

Project Implementation

Approximately 30 students in the eighth and ninth grade of Fels

Junior High participated in the Alternative Program. Students who had difficulty in adjusting to the regular school program, exhibited poor attendance, low achievement, and/or behavior problems, were recommended to the program by school administrators or counselors. However, all students assigned to the program could not adjust and it was necessary to return nine students to the regular school by the end of the second report period, with their places being filled by new students.

The Fels Alternative Program was located on-site. A large room next to the student cafeteria was used in the mornings to teach basic skills, and classrooms on the second and third floors were used in the afternoon. The program followed the regular school bell schedule.

The program staff consisted of two full time teachers and one assistant teacher. They taught all major subjects. The students received instruction in art, music, typing, industrial arts, and physical education from regular school program personnel.

Students in the alternative program were divided into two groups based on reading levels. The emphasis in the program was on the teaching of basic skills, with students receiving approximately three hours instruction each morning in reading and mathematics. In the basic skills classes, it was observed that the main method of instruction was through individualized instruction, with students using learning kits, and doing assignments at their own levels and pace. Teachers gave students guidance and corrected the assignments. In ten social studies classes, discussion, textbook reading, and written assignments were observed as the methods of instruction. Two students per day went to either a day care center, Friends Hospital, or John F. Kennedy Hospital for a half day of volunteer service. The staff reported that this volunteer work experience was satisfactory.

The students attended special events. Visits included a personal conference with the mayor of Philadelphia, and visits to representatives of the New York City Board of Education.

The paraprofessional led an extensive course on work. Students were able to take job interviews and fill out applications. As part of their work component, students worked holidays and after school in addition to their normal assignment.

Project Outcomes: Evaluation Questions

QUESTION: What proportion of students increased their attendance in 1976-1977?

ANSWER: The average daily attendance (ADA) for 1977-1978 was 83%, while for 1976-1977 it was 74%. There were comparable attendance data for 25 students. Of this group, 20 (80%) had higher attendance this year, while 5 (20%) had lower attendance.

QUESTION: What proportion of students maintained or increased their NPR's on the CAT total Reading Score?

ANSWER: Of 18 students with CAT reading data for two years, 13 (72%) attained or exceeded their anticipated growth during 1977-1978. Of 17 students with CAT mathematics data for two years, 11 (65%) attained or exceeded their anticipated growth during 1977-1978.

QUESTION: How many students improved their behavior rating over last year?

ANSWER: Complete data were available for 28 students. Of this group 75% (21 students) had fewer behavior problems and 25% (7 students) remained the same.

Attainment of Objectives

The attendance objective was reached; 80% of the students improved over last year's ADA.

The achievement objective was reached; 72% of the students attained or exceeded their anticipated growth in reading, and 65% did so in mathematics.

The behavior objective was reached; 68% of the students were reported as

having no behavior problems, and 32% had a few.

The objective related to discipline referrals was reached; 75% had the same number.

Conclusion and Recommendations

The Fels Alternative Program was implemented as proposed. It was observed that the staff used various methods of instruction. Individualized instruction dominated the teaching of basic skills, while whole class, teacher-directed activities were used in the other subject areas.

Students received, through a non-graded approach, a traditional junior high school curriculum consisting of major and minor subjects. Program teachers taught the major subjects and emphasized basic skills. Varied instructional strategies were utilized by the program staff. In reading and mathematics classes, students work at their own level and pace.

In addition to their regular program, students participated in special activities organized by the program staff.

It is recommended that a telephone be installed in the classroom. This additional expense should increase the productivity of the staff members. In a situation where parental contact is frequent and where many calls are made daily to work sites and where regular school secretaries are inundated with the calls to the point of distraction, a separate telephone seems to be a suitable solution.

Program staff and students were interviewed by a local radio and a television station during this year.

Students offered unsolicited praise for the program, saying such things as, "We're getting a better education than the regular program; "We're allowed to make mistakes." One group of students, when asked what they would like changed with the program, could only list "a bigger chair" for one of the students.

The Kensington-Edison-Youth Program (KEY)

Administrator: John Fareira/ Sidney Weiss/ Jim Weiss
Headquarters: 1603 Frankford Ave.
Telephone: 423-7691
Operating Years: 1976-1978
Grades Served: 9-12
Number of Pupils: 65
Project Location: On-Site, X Off-Site
Number of Employees: 4 Professional, 0 Paraprofessional, 1 Clerical
Funding Source: General Fund

Project Description

The KEY program served students from Kensington and Edison High School. The students selected usually felt alienated from their home school environment. The KEY program offered students small class size which allowed more teacher-student interaction. Program emphasis was on basic skills development and career education.

Project History

The 1977-78 school year was the first year the KEY program was evaluated.

Project Objectives

- A. Fifty percent or more of the participating students will be graduated from high school.
- B. To increase student satisfaction with school as indicated by
 - (1) an improvement in the attendance of 50% of the students in the program,

- (2) an improvement in behavior ratings of 40% of the students in the program, and
 - (3) 40% decrease in the number unsatisfactory performance ratings received by students in the major subjects.
- C. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1975 to 1976.

Project Implementation

The KEY program served students who had difficulty learning in the traditional environment. The instructional approach varied. Individualized instruction was often observed. A remedial reading class was also offered to students. The student-teacher ratio was 4 to 1 during those sessions. Teachers used reading kits to help supplement reading instruction. The curriculum emphasized basic skills development, though electives such as cooking were also included.

The program also included a career development component. Students spent between 2 and 3 days per week at the Randolph Skills Center working in career areas such as photography, food services, auto body, electrical, baking, beautician, and medical lab. During the first half of the year, the boys spent 3 days at the skills center, and two days in the classrooms. During the second half of the year, the girls spent three days at the skills center and two in class. In addition, two students were involved in a tutoring program at the Moffet School.

Project Outcomes: Evaluation Questions

QUESTION: Did 50% of the students improve their attendance this year?

ANSWER: Yes. Thirty-six students improved their attendance over last year, while 1 remained the same and 21 had poorer attendance. Overall, sixty-two percent of the students improved their attendance this year. This year the average daily attendance was 68%.

QUESTION: Was there a 40% decrease in the number of unsatisfactory behavior ratings?

ANSWER: No. There was a 38% decrease in the number of unsatisfactory subject ratings. Last year, there were 77 unsatisfactory subject ratings, this year there were 48.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's, in reading?

ANSWER: No. Forty-nine percent (17 students) attained or exceeded the anticipated growth for their NPR's, while 51% (18 students) did not.

Attainment of Objectives

Of the four objectives the program had, one was met (attendance). However, in the areas of achievement and subject matter performance the program performance was only slightly below the stated objective.

Conclusions and Recommendations

The KEY program offered students an excellent opportunity to learn about and work in various occupations. The program's attendance was good for a program which served low attenders. It is recommended that the students, spend more time in the classroom and less at Randolph Skills Center. This change should be continued until student achievement improves.

Lower Kensington Environmental School

Administrator: Leon Alexander / Joe Holden
Headquarters: 1502 Frankford Avenue
Telephone: GA5-8413
Operating Years: 1974-1978
Grades Served: 7-9
Number of Pupils: 100
Project Location: X On-Site, Off-Site
Number of Employees: 4 Professional, 1 Paraprofessional, Clerical
Funding Source: General Fund

Project Description

The Lower Kensington Environmental School (LKES) was a community-based school for adolescent students who, for one reason or another, were unable to function successfully in their home school. The main purpose of LKES was to bring about positive changes in the attitudes and behaviors of its students, to reinvolve them in the learning process in ways meaningful to them, and to help them grow personally, socially, and academically.

Project History

The concept of an environmental school began about ten years ago, when a group of local junior high school teachers and students cooperated in creating a program designed to address directly the educational needs of students, and at the same time meet state educational standards.

The neighborhood store-front school operated independently for one year before receiving funds from the Philadelphia Board of Education as an experimental school. The school, by that time known as the Lower Kensington Environmental School (LKES),

offered school dropouts and those with poor grades, poor attendance, and/or disciplinary records an environment in which to learn and grow.

Project Objectives As Stated in Proposal

1. At least 50% of the students will increase their attendance of 1976-1977.
2. At least 50% of the students will maintain or increase their NPR's on the CAT Total Reading Score.
3. Each student's family will participate in the program at least once during 1977-1978.
4. At least 40% of the students will improve their behavior rating over 1977-1978.
5. There will be at least a 40% reduction in the number of unsatisfactory performance ratings in the major subjects compared with 1967-1977.

Project Outcomes: Evaluation Questions

QUESTION: What proportion of students increased their attendance over 1976-1977?

ANSWER: The average daily attendance (ADA) for 1977-1978 was 94%. Comparison data was not available.

QUESTION: What proportion of students maintained or increased their NPR's on the CAT Total Reading?

ANSWER: Data was not made from the program.

QUESTION: How many students improved their behavior ratings over last year?

ANSWER: Complete data was available for 37 students. Of this group, 35% had fewer behavior problems, 60% remained the same, and 5% had more behavior problems.

QUESTION: How did the number of unsatisfactory performance ratings in the major subjects compare with the last year's?

ANSWER: Complete data were available for 80 students. During the 1976-1977 school year students received 44 unsatisfactory ratings. During the

present year 34 unsatisfactory ratings were received. This represented a decrease of 23%.

Attainment of Objectives

The program did not attain any of its stated objectives. Two were not met (behavior and subject performance), and for two (attendance and achievement) no data were available.

Conclusions and Recommendations

Insufficient data were available to support meaningful conclusions.

MARTIN LUTHER KING ALTERNATIVE EDUCATION PROGRAM

Administrator: Louis DeVicaris/James Sloan

Headquarters: M. L. King High School

Telephone: WA7-7200

Operating Years: 1973-1978

Grades Served: 9-11

Number of Pupils: 61

Project Location: ☒ On-Site, ☐ Off-Site

Number of Employees: 4 Professional, 2 Paraprofessional, ☒ Clerical

Funding Source: General Fund

PROJECT DESCRIPTION

The King Alternative Program served students who had prior histories of disruptive behavior, chronic truancy, low achievement, or an inability to adjust to the traditional school environment. The program offered students the major core courses and a variety of elective courses from which they could choose. The instructional approach emphasized small group and individualized instruction. Use of reading and math kits were common. The **staff** were given classrooms in various locations in King. A "program" atmosphere was impossible due to this separation of the staff.

PROJECT HISTORY

The King program was originally designed for students who were involved in gang-related activities. The program offered only the major core courses and the instructional approach was fairly traditional. Small group and individualized instruction was achieved through the use of teacher aides. The school day was shortened to begin at 9:30 AM, and the program was housed in the basement of a

church. The next year, the coordinator was changed and new staff were assigned to the program. The length of the school day was changed back to normal and the program started offering a variety of courses. The student population changed from gang-related students only to include truants, low achievers, and those who felt alienated from the traditional school system. This helped give the staff more diversity in their program offerings.

Last year, the program was housed on-site at King until November 16, 1976. The program had to operate four classes in two classrooms. While the program functioned, it did not have the freedom to be an autonomous program. In mid-November the program was moved from King to the second floor of the Germantown YMCA. This partially alleviated the overcrowding problem. The YMCA gave the program three rooms to operate their classes and one room for an office. The program was also allowed use of the recreational facilities at the YMCA. The site given to the program was adequate, though more room could have been used. Observation revealed that two classes operated in the same room and at times conflicted. For example, one class was showing a movie while the other class worked on individualized math activities. This, of course, made it very difficult for the math students to concentrate. Overall, the program was fully implemented after November. Students were observed actively working on their own. In addition, attendance at the program increased.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

A. To increase student satisfaction with school as indicated by:

- (1) an improvement in the attendance of 50% of the students in the program,
- (2) an improvement in behavior ratings of 40% of the students in the program, and
- (3) a 40% decrease in the number of students in the program receiving unsatisfactory performance ratings in the major subjects.

- B. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1976 to 1977.

Project Implementation

This year, the program did not have an off-site location. During the first few months, the staff did not fully implement the program as they expected to move and left many instructional materials packed. In addition, the staff was given classrooms in different parts of the building. This limited to a great extent a program atmosphere. The program eventually remained at King throughout the year which hindered staff morale and limited program activities.

The program offered all students the basic core courses of English, math, science, and history. To supplement these, a few electives were also offered this year.

The instructional approach varied from teacher to teacher. However, small group and individualized instruction were emphasized in most of the classes observed. In math, small group instruction was employed. Students were given assignments to work in class, while the teacher acted as a resource person. On occasion, the teacher taught from the board to explain a difficult problem to the group. In geography, discussion groups revolved around controversial topics about which the class had read. In language arts, students worked on the basic skills of reading, vocabulary, writing, and grammar. In one class, a contract method was used. Each week students were responsible for choosing and completing assignments from the teachers' list. In addition, a number of trips were taken this year (e.g., Public Courts, Philadelphia Zoo, etc.)

Project Outcomes: Evaluation Questions

QUESTION: Did 50% of the students improve their attendance this year?

ANSWER: Yes. Of 49 students, 32 (65%) improved their attendance over last year, and 17 (35%) had poorer attendance. The average daily attendance

for the program was 79 percent.

QUESTION: Did 40% of the students improve their behavior this year?

ANSWER: No. Eleven students (19%) had more behavior problems, 39 (67%) had the same, and 8 (14%) had fewer behavior problems. Thus, 14% of the students improved their behavior over the 1976-1977 school year.

QUESTION: Was there a 40% decrease in the number of unsatisfactory subject ratings received by students this year?

ANSWER: No. Last year students received a total of 35 unsatisfactory subject ratings. This year 32 were received by students. This indicates that little change took place.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their National Percentile Rank?

ANSWER: Yes. Comparative data were available for 24 students. Of this group, 14 students (58%) attained or exceeded the anticipated growth for their NPR's, while 10 students (42%) did not.

Attainment of Objectives

This year the program had four objectives. The two objectives concerning attendance and achievement were met, while the two objectives concerning behavior and subject matter performance were not met.

Conclusions and Recommendations

The program staff were able to maintain the program in the home school, this year despite the fact that their classrooms were dispensed throughout the building. It is recommended that all the staff's classrooms be located next to one another. This would allow more group activities to occur.

OLNEY ACADEMY FOR CAREER EDUCATION

Administrator: Mervin Krimmins/Ron Houston

Headquarters: Front and Duncannon Sts.

Telephone: DA4-6100

Operating Years: 1976-1978

Grades Served: 10-12

Number of Pupils: 250

Project Location: ☒ On-Site, ☐ Off-Site

Number of Employees: ☐ Professional, ☐ Paraprofessional, ☐ Clerical

Funding Source: General Fund

Project Description

Career-based education offered at Olney ACE emphasise life skills such as decision making, information processing and responsibility. ACE had three instructional units: Career Development, Career Guidance and Academic Resource Center. Career Development utilized a network of approximately 150 businesses and agencies to deliver instructional programs to students. Students spent at least one full day each week at these resources sites.

Career Guidance consisted of small group seminars values clarification, career decision making, and problems solving. The Academic Resource Center provided individualized learning opportunities in communication skills and mathematics.

Project Objectives As Stated in Proposal

1. At least 50% of the participating students will increase their attendance over 1976-1977.
2. At least 50% of the participating students will maintain or increase their National Percentile Ranks (NPRs) on the California Achievement Test (CAT) Total Reading score.
3. There will be at least a 40% decrease in the number of unsatisfactory performance ratings in the major subjects from 1976-1977.
4. At least 40% of the students will improve their behavior rating over 1976-1977.

Project Implementation

The School District of Philadelphia contracted with Research for Better Schools (RBS) to run the Olney Academy for Career Education in 1977-1978. RBS's duties included the following:

Twenty-four clusters composed of 70 businesses and organizations participated in the program to provide career exploration for 400 students. For each cluster, a number of businesses participated, allowing students to sample a number of related jobs. For example, the engineering cluster involved visits to Rohm & Haas, Philadelphia Electric Company, Philadelphia Water Department, and General Electric Company. Prior to the visits, students were given handbooks describing in detail the activities they would be participating in. For each site, students were told the company's name, address, the place to assemble, transportation directions, the times during which they would be at the site, dress code, smoking regulations, security regulations, special restrictions, and luncheon facilities. In addition they are told the resource site coordinator's name, the occupational or career areas they would be exposed to. They were given a description of the company.

In line with the systems approach used in their everyday classroom activities, students were told each day's learning objectives (general and enabling), and the activities used to reach the objectives. A sample of the objectives demonstrated they are divided between lessons normally taught in classrooms (but presented with industrial applications) and material specific to the industry that is not normally taught in school.

Second, an individualized instructional system was the basis of the Academic Resource Center's curriculum. The system and consumable materials (individualized Learning for Adults) were developed by RBS, who also reproduced them at cost for users in schools. The student curriculum for the Guidance component was the Career Classification Program, which was developed and reproduced by RBS. RBS delivered these two curricula for 400 students and provided specific technical assistance in their use to School District Staff.

Conclusion and Recommendations

The systems approach used in the program provided for individualized instruction in a highly structured atmosphere. Students knew exactly what they are responsible for: objectives were spelled out for them to ensure this. On visiting the Academy, the evaluator was impressed with the business-like way students conducted themselves. Within the same room students were seen working on individual lesson sheets (students working at their own speed), students in a small group were listening to a mini-lecture, and other students were receiving individual assistance from teachers. Informal interviews with industry workers coming into contact with Academy students showed that they enjoyed working with the students and believed the experience to be valuable to the students.

The record-keeping facilities of the Academy was outstanding. At any time, project staff know what each student was studying, in what specific areas he/she had difficulty and what remedial help had been used.

PREPARATORY SIX

Administrator: William Hogan
Headquarters: 6401 Wayne Avenue
Telephone: 842-0329
Operating Years: 1972-1978
Grades Served: 10-12
Number of Pupils: 100
Project Location: On-Site, X Off-Site
Number of Employees: 6 Professional, 4 Paraprofessional, 1 Clerical
Funding Source: TITLE IV-C

Project Description

The District Six Alternative School (Prep 6) served approximately 100 tenth, eleventh, and twelfth grade students from Roxborough and King High Schools. The school was organized to establish a multi-racial program in District Six. It provided an innovative, flexible, high school program that stressed humanistic and affective development of the students as well as academic advancement. All students admitted volunteered to be in the program, but had to demonstrate a basic competency level on the Informal Reading Inventory, Philadelphia Mathematics Survey, and a language usage test before they were accepted.

Students were assigned to a "family" support unit headed by a program teacher. This unit provided informal guidance counseling to all students from teachers and peers. Academic course work revolved around four, ten-week sessions of mini-courses. Students developed their own college-type rosters and were involved in course selection and development. Aside from credit requirements for graduation established by the sending school, the District Six Alternative School had its own program requirements that the students had to meet before

they could graduate.

Project History

The District Six Alternative Program began in 1972 as the Roxborough Alternative Program. In 1974 the program moved to its present site. The relocation involved a great deal of cleaning and repairing of the new building. During the summer of 1976 a fire escape was added to the third floor which made this space available for additional classrooms. Also, in 1976-1977 the program became the District Six Alternative, accepting students from King and Germantown High Schools in addition to Roxborough students. The structure, program, and curriculum have remained stable throughout the history of the project. It should be noted that Germantown High School dropped out of the program during the 1977-1978 school year.

Project Objectives as Stated in Proposal

- A. At least 50% of the students will increase their attendance over 1976-1977.
- B. At least 50% of the students will maintain or increase their National Percentile Ranks (NPRs) on the California Achievement Test (CAT) Total Reading Score.
- C. All graduating seniors will have completed at least 30 hours of community service during their three years in the program.
- D. The percentage of students of one race in the program will not be below 40% nor above 60%.

Project Implementation

The District Six Alternative School was located in a large, three story refurbished house at 6401 Wayne Avenue in the Mt. Airy-Germantown section of the city. The house was rented for \$1.00 per year and contained eight rooms that were used for classrooms, an office, a photography darkroom, five bathrooms, a lunchroom, a large basement, and a garage. Minor building maintenance and all housekeeping chores were performed by the students and staff. The staff

consisted of ten full-time teachers, one paraprofessional, and one secretary.

In order to develop an integrated program, students were recruited from two District Six high schools. The racial composition was approximately 50% Black and 50% White. When new students applied to the program (students were accepted until the fourth quarter) they were given a battery of diagnostic tests: the Secondary Group Informal Reading Inventory, The Philadelphia Mathematics Survey, and a program-developed language usage test. Students who met the minimum requirements but did not master all six subtests of the IRI were placed in a remedial reading class until they master all six subtests. There was a similar arrangement for students who scored below level 18 on the mathematics survey test.

The District Six Alternative Program offered a diverse curriculum, with students developing their own college-type rosters with the aid of the program staff. Twelfth graders had a minimum of five courses with six being the maximum for all students.

The school day was from 9:00 a.m. to 2:30 p.m. There was a Monday, Wednesday, Friday schedule in which the periods were ninety minutes in length. In the fourth quarter, however, Wednesdays were set aside for project day, while during the rest of the week classes were ninety minutes in length. The school year consisted of four ten-week sessions in which forty or more mini-courses were offered to the students. Class size averaged approximately 12-15 students per class.

It was observed that the program staff used a variety of teaching approaches in their instruction, such as discussion, stimulation activities question and answer sessions, individual reading and writing assignments, hands-on experiences, and field trips. An effort was made to involve students in class discussions and activities. Students received Pass or Fail credit for

each course according to criteria established by the teachers. Moreover, the students received an annotated evaluation of the work they did in each course.

The program also established, above the minimum credit requirements of the sending schools, a set of program criteria for graduation. In the 1977-1978 school year, 31 of 36 seniors met the program requirements and graduated. Also, each student, before graduation, was required to perform thirty hours of community service. Examples of places that the students served were community hospitals, nursery, elementary and special education schools, a Geriatric Center, the Legal Aid Society, The Academy of National Science, and the Board of Education.

Project Outcomes: Evaluation Questions

QUESTION: What proportion of students increased their attendance over 1976-1977?

ANSWER: The average daily attendance (ADA) for 1977-1978 was 86%, while for 1976-1977 it was 81%. There were comparable attendance data for 102 students. Of this group, 58 (57%) had higher attendance this year, while 40 (39%) had lower attendance.

QUESTION: What proportion of students maintained or increased their NPRs on the CAT Total Reading Score?

ANSWER: Of 63 students with CAT data, 29 (46%) attained or exceeded their anticipated growth in reading during 1977-1978.

QUESTION: What proportion of graduating seniors completed at least 30 hours of community service during their three years in the program?

ANSWER: Of 31 graduating seniors, all 31 (100%) completed at least 30 hours of community service during their three years in the program. In addition, of the five seniors who did not graduate, four (80%) fulfilled the community service requirement.

QUESTION: What was the racial composition of the student body?

ANSWER: The racial composition was 50% white and 50% black.

Attainment of Objectives

The District Six Alternative Program attained its attendance objective. Behavior was not a problem in this program.

The community service objective was attained. Four of the five seniors not graduating also fulfilled the requirement.

The program continued to maintain its racial balance. The target percentages, although much more stringent than those suggested by the Pennsylvania Commission on Human Relations were met as a result of the program's intense effort to achieve a "50-50" racial mix.

The program did not attain the objective related to CAT scores.

Conclusions and Recommendations

The District Six Alternative Program (Prep VI) was implemented as proposed. The program was based on college-type rostering of mini-courses. Class size was small, and the instruction revolved around discussions.

The evaluator observed two areas in which the program could possibly be improved. Both areas are beyond the scope of program personnel and thus require central administrative support.

First, the program needs the supplies necessary for an alternative program. This year's budget forced the program staff to exist on left-over supplies from previous years. Items subject to depreciation could not be replaced. Often worn out textbooks had to be used. Teachers reported they no longer were going to buy books and supplies from their personal money. (Later visits showed the teachers bought the books and supplies anyway.) The evaluator used this as an indication of their personal support of the program even though they believed they were left "stranded" by central administration.

Second, the program needs publicity. The Office of Informational Services, perhaps, could use the program as an example to the local press of a successfully-integrated program. There is much in Prep VI that makes it similar

to a private school within a public school system. Teachers and other staff continually contribute more to their students than that minimally required. Students genuinely enjoy the experience. For example, an article in the Oakes Newsletter during the current year praised Prep VI. That praise should have been disseminated throughout the city.

TUTOR CORPS

Administrator: Rachel Hill/Nancy Miness

Headquarters: Administration Building

Telephone: 299-7934

Operating Years: 1976 - 1978

Grades Served: 10 - 12

Number of Pupils: 87

Project Location: On-Site, X Off-Site

Number of Employees: 0 Professional, 0 Paraprofessional, 0 Clerical

Funding Source: Title IV-C

Program Description

The Tutor Corps Project is one of the services of the Parent Partnership Program of the School District of Philadelphia. It is a work/training program in which area high school students tutor infants, toddlers, and pre-school children in approved day care homes and child care centers. The teens serve as auxiliaries to Child Care staff in carrying out a prescribed infant education and stimulation program. Through the use of age-appropriate games, activities and play, tutors help children develop language, motor skills, body coordination, spatial relationship and the concepts of color, shape, number and size. They also assist in providing a positive group atmosphere which meets the social and emotional needs of the children in care.

Program Objectives as Stated in the Proposal

- A. The percentage of tutors of one race in the program will not be below 40% nor above 60%.
- B. Tutors will be provided with eight hours of training.
- C. Tutors will spend six hours weekly instructing day-care students.

Project Implementation

After the teens were recruited from the high schools, participating day care agencies selected tutors on the basis of geographical convenience and a personal interview. Tutors came from every section of the city and represented a cross-section of cultures, socio-economic backgrounds and goal orientations. Eighty-seven tutors were employed two days/wk., three hours/day at 18 locations up to 26 wks. Salary \$2.65/hr. (minimum wage).

After the selection process, the teens participated in a four-session pre-service training program. The first session was on child-development. By looking at their own personal histories through guided fantasy and drawing, the teens learned that there were themes common to every person's development. A film was presented entitled "How Babies Learn". The teens were then asked to work in small groups to solve problems related to developmental issues which they might confront in a day care home or center. Such issues included separation, stranger anxiety, and language development.

Each teen was given a denim bag with the words "Tutor Corps" printed on it. They were instructed to use this bag for supplies, books and games. The teens were given some standard supplies such as tape, scissors, crayons, and construction paper. At subsequent training, additional items like puppets, handmade books, and matching games were added. They were also given books appropriate for reading to pre-schoolers by the Books for Jots Bandwagon, another School District of Philadelphia program. The objective was to have children see their older friends in the tutor Corps as bearers of new fun and surprises.

The second pre-service training session discussed the role of the Teen-Tutor in a day care home or center. This session involved exploring the balance between bringing new ideas in to a day care program while still preserving the authority of the day care home parent, or the day care center staff. Several role plays were practiced so that the teens could "try-on" behaviors.

The third and fourth sessions provided teens with specific activities and materials to use in their day care placements. At one of these sessions teens made finger puppets, simple story books, and puzzles using magazine pictures and cardboard. At another session songs and finger-plays were learned and practiced. They learned games and exercises to play with small children.

Following the fourth pre-service training session, each member of the Tutor Corps was placed in a day care setting somewhere in the city, as close to the teen's home or school as possible. After a month of working six hours a week with small children, the Tutor Corps came together again for a series of follow-up trainings. The training was considered a vital part of the Tutor Corps, and the teens were paid for the hours spent in training.

Project Outcomes: Evaluation Questions

QUESTION: What was the racial composition of the tutors?

ANSWER: Of 87 tutors in the program, 58 (67%) were black, 2 (2%) were Spanish surnamed, 1 (1%) was oriental, and 26 (30%) were white.

QUESTION: How much training did the tutors receive?

ANSWER: Two students were identified by independent agencies as performing outstanding work with children and were consequently exempted from the training program. The remaining tutors took part in the eight hour pre-training program and monthly follow-up sessions.

QUESTION: How much time did the tutors spend instructing day care students?

ANSWER: All tutors were assigned six hours of work each week. No tutor was dropped because of poor attendance. Tutors were permitted temporary leaves of absence to concentrate on school work as the project staff encouraged students to maintain their grades.

Attainment of Objectives

The objective relating to desegregation was not attained. The program participants contained more black students than preposed. This was due to the location of day care facilities being nearer to schools with high proportions of black students. The percentage of black students in the program (67%) was within the State Commission on Human Relations' guidelines for desegregation. Furthermore, the percentage approximated the proportion of black students in the school system.

The training objectives was attained. Tutors were provided with eight hours of training. A carefully designed program provided prespective tutors with techniques of nurturing children which addressed social, emotional, cognitive, and physical needs in an age appropriate manner, problem-solving techniques using resources of peers and concerned adults, practical work experience in the context of a theoretical framework focused on the developmental needs of children. Included in the training sessions were films, games, songs, and sharing of concerns. One training session included having tutors construct materials for later use with children.

The objective related to tutoring was attained. All tutors were scheduled for six hours of instructing children each week. Extraordinary circumstances were taken into consideration when exempting tutors from their tasks. At the end of the year, 87 of the original 100 were still participating in the program.

Conclusions and Recommendations

The Tutor Corps program was implemented as proposed. Students reported enjoying the Tutor Corps experience and learning from it. Improvements planned for next year include adding more white students to the program and gathering information on student attendance in school, student academic achievement in school, and student satisfaction with project.

ALTERNATIVE EAST

Administrator: Gisha Berkowitz
Headquarters: Flourtown Ave. and Hartwell Lane, Wyndmoore
Telephone: 836-1590
Operating Years: 1971-1977
Grades Served: 10-12
Number of Pupils: 36 (from School District of Philadelphia)
Project Location: _____ On-Site, X Off-Site
Number of Employees: 16 Professional, 5 Paraprofessional, 2 Clerical
Funding Source: GENERAL FUND

Project Description

The program was a cooperative venture between the school districts of Philadelphia, Abington, Cheltenham, and Springfield. Students, staff, and parents worked together to implement the concept of The School as Community. Interdisciplinary programs explored real life problems and involved the interrelationship of ideas and concepts. Each student was encouraged to participate in a community-centered activity as well as in intensive study and work.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance for the 1977-1978 school year?

ANSWER: The average daily attendance was 89%.

Evaluator's Comments and Observations

The students and staff successfully implemented the concept of the School As Community. All observations indicated friendly, helping, supportive relationships among all participants. Students appeared interested in all courses and were unanimous in praise of the program.

AMY

Administrator: Lorraine Brown
Headquarters: 203 S. 20th Street
Telephone: L07-7400
Operating Years: 1971-1978
Grades Served: 6-8
Number of Pupils: 200
Project Location: _____ On-Site, X Off-Site
Number of Employees: 11 Professional, 2 Paraprofessional, 2 Clerical
Funding Source: General Fund

Project Description

Amy changed its educational thrust this year. In previous years Amy concentrated on the development of affective skills. This year, Amy concentrated on the development of basic skills. The instructional approaches observed ranged from a whole class approach in English classes to the contract method used in science classes.

Upon entrance into Amy, each student was tested and placed in one of three levels. Students were then able to choose from a list of courses available to them at their level. This "college level" approach to course selection allowed students more freedom to select what they learn. Their advisor, however, told them to select certain courses if any academic deficiency was detected. The curriculum varied from semester to semester. In addition to the basics, courses such as fashion design, women studies, Black History, drama and shop were offered.

BEEBER-WYNNEFIELD

Administrator: Melvin Brodsky/Vincent Malloy

Headquarters: Beeber Jr. High School

Telephone: 879-6229

Operating Years: 1974-1978

Grades Served: 7-8

Number of Pupils: 150

Project Location: X On-Site, Off-Site

Number of Employees: 5 Professional, 2 Paraprofessional, 1 Clerical

Funding Source: General Fund

Project Description

Students were placed in the academic atmospheres of area colleges and universities to observe success models first hand. While basic skills were emphasized, the program attended to the affective domain through the use of a counseling program. Attendance at cultural and educational events and participation in community-sponsored educational and self-help projects were encouraged.

Project Objectives as Stated in the Proposal

Fifty percent of the participating students will maintain or increase their achievement levels-as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977-1978 in reading and math.

Evaluator's Comments and Observations

Discussions with the coordinator showed a high degree of community and parental involvement in the program. The classes emphasized basic skills and were academically oriented. The coordinator reported that a telephone would help him carry out various administrative duties. Efforts to make program participants and their parents feel like part of a "family" were, he felt,

hindered by the lack of a telephone. The achievement results indicated that an examination of the Math curriculum is necessary. This was the second year that the reading achievement objective was met while the math achievement objective was not met.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance for the 1977-1978 school year?

ANSWER: The average daily attendance was 97% this year.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: Yes. Comparative data were available for 135 students. Of this group, 94% (127 students) attained or exceeded the anticipated growth for their NPR's, while 6% (8 students) did not.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Math?

ANSWER: No. Comparative data were available for 135 students. Of this

QUESTION: group 24% (33 students) attained or exceeded the anticipated growth for NPR's, while 76% (103 students) did not.

ENVIRONMENTAL EDUCATION ALTERNATIVE

Administrator: Fred Hofkln/Charmane Braig
Headquarters: Pennypack Park Environmental Center
Telephone: 299-7771
Operating Years: 1978
Grades Served: K-6
Number of Pupils: Approximately 1,200 students were served this year.
Project Location: On-Site, X Off-Site
Number of Employees: 1 Professional, 0 Paraprofessional, 0 Clerical
Funding Source: Title IV-C

Project Description

The program had two components, the Environmental Center and the Mobile Van. The Environmental Center served students in grades K-6 in districts 7 and 8. The program coordinator contacted each school and explained the program to the teachers at each school. Participation in the program was voluntary. Each session at the Environmental Center lasted 90 minutes, 45 minutes in a class lesson and 45 minutes on a field trip through one of the trails in Pennypack Park. The curriculum dealt with one of three programs: community, adaption, or abiotics. The field trip was used to help students learn to use their senses better and to understand how the environment affects the animals in the park. In addition, the park naturalist also participated by explaining the geology of the area and its effects.

The second component when operational will involve the use of a 35 foot Mobile Van. The van will be staffed with a teacher and two aides. They will use area schools and provide large group activities in environmental education. The van will contain facilities to conduct small experiments and have various resource materials on environmental education available.

Evaluator's Comments and Observations

Observations at the Environmental Center indicated the curriculum was geared to individual grade levels. Students were given an introduction to their environment and how it affected them, as well as other animals. The Mobile Van component was not implemented this year, due to problems in completing the van's internal facilities (e.g., gas burners, electrical wiring). The van will be operational by September 1978.

FURNESS

Administrator: Robert McCarthy/Jack Delargey

Headquarters: 3rd and Mifflin Streets

Telephone: DE6-4767

Operating Years: 1972-1978

Grades Served: 7-9

Number of Pupils: 25

Project Location: X On-Site, Off-Site

Number of Employees: 2 Professional, 0 Paraprofessional, 0 Clerical

Funding Source: General Fund

Project Description

The program served disruptive students who were recommended by the principal or the counselors. The program emphasized basic skills instruction through the use of small groups. The program staff also offered counseling services to students.

Project Objectives as Stated in the Proposal

To increase student satisfaction with school as indicated by:

1. An improvement in the attendance of 50% of the students in the program
2. An improvement in behavior ratings of 40% of the students in the program
3. A 40% decrease in the number of unsatisfactory performance ratings in the major subjects

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Evaluator's Comments and Observations

The program was fully operational. However, budget problems at the beginning of the year prevented the program from having a second teacher until October.

Students received individual attention and had a curriculum which changed depending upon student needs. In addition, various trips were being planned for students. The Furness program should emphasize basic skills development to a greater extent since the achievement objectives were not attained.

Project Outcomes: Evaluation Questions

QUESTION: Was there an increase in attendance for 50% of the students?

ANSWER: No. Complete data were available for 21 students. Of this group, 33% (7 students) had improved attendance, while 67% (14 students) had poorer attendance.

QUESTION: Was there an improvement in the behavior of 40% of the students?

ANSWER: Yes. Complete data were available for 25 students. Of this group, 21 students (84%) had fewer behavior problems and 4 students (16%) remained the same.

QUESTION: Was there a 40% decrease in the number of unsatisfactory ratings obtained by students.

ANSWER: Complete data were available for 11 students. During the 1976-1977 school year, students received 31 unsatisfactory ratings. This year, students received 16 unsatisfactory ratings. This represents a decrease of 50%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's?

ANSWER: No. Complete data were available for 12 students. Of this group, 42% (5 students) attained or exceeded the anticipated growth for their NPR's, while 58% (7 students) did not.

GIRARD ALTERNATIVE MUSIC PROGRAM

Administrator: Rita Brown/Jack Carr
Headquarters: Armory Building, 1231 S. Broad Street
Telephone: DE4-5161
Operating Years: 1974-1978
Grades Served: 4-7
Number of Pupils: 120
Project Location: ☐ On-Site, ☒ Off-Site
Number of Employees: 7 Professional, 2 Paraprofessional, ☐ Clerical
Funding Source: General Fund.

Project Description

The Girard Alternative Music Program (GAMP) was a self-contained alternative program for musically talented students. Students chosen for the program were those whose school achievement was above average and who had musical ability, but who were not necessarily stimulated by a regular classroom atmosphere. The program was housed at an off-site location on one floor of the Armory Building in South Philadelphia. In addition to a rigorous academic program, students participated in a comprehensive music program which included instrumental and vocal instruction, classroom instruction in music theory and history, and regularly scheduled performances before school and community groups.

Project Objectives as Stated in the Proposal

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Students will be given an opportunity to perform for themselves and others through the medium of music.

Evaluator's Comments and Observations

The program was housed this year on the second floor of the Armory Building in South Philadelphia. Rooms of various sizes off of a balcony/hallway served as the classrooms, offices, and storage rooms for the program. One half of the floor was used for music instruction. This included a music theory room, an instrumental music room, guitar room, and an electronic music room. The other half of the floor consisted of the academic classrooms. Large group activities, such as choir rehearsals, took place on the balcony. Students were assigned to classrooms according to grade level in the traditional elementary school manner. Four teachers served as the grade teachers - one for each grade. Two teachers served as specialist teachers.

Students received traditional, teacher-directed, instruction in all academic areas. Students were cycled for reading and social studies. Instruction in all other academic areas occurred in the classrooms. The scope and sequence of the curricula, as well as the instruction and materials, were comparable to what a student would experience at the parent school.

Project Outcomes: Evaluation Questions

QUESTION: Were students given the opportunity to perform for themselves and others?

ANSWER: Yes. Numerous performances took place throughout the year and all students were involved at one time or another.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in reading?

ANSWER: No. Comparative data were available for 98 students. Of this group 42% (41 students) attained or exceeded the anticipated growth for the NPR's, while 58% (57) did not.

QUESTION: What was the average daily attendance for the 1977-1978 school year?

ANSWER: The average daily attendance for the 1977-1978 school year was 93%.

Jackson

Administrator: Julia Moore/Luther Kandolph
Headquarters: 12th and Federal St.
Telephone: DE4-2517
Operating Years: 1973-1978
Grades Served: 5-8
Number of Pupils: 25
Project Location: X On-Site, Off-Site
Number of Employees: 1 Professional, 1 Paraprofessional, 0 Clerical
Funding Source: General Fund

Project Description Program served students in grades 5-8. The class was multi-grade, and work was assigned to students on the basis of ability, not grade. The instructional approach emphasized individualized and small group instruction.

Project Objectives as Stated in the Proposal

A. To increase student satisfaction with school as indicated by:

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance for the 1977-78 school year?

ANSWER: The average daily attendance for this year was 89%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their National Percentile Rank in Reading?

ANSWER: No. Complete data were available for 14 students. Of this group 36% (5 students) attained or exceeded the anticipated growth for their National Percentile Rank's, while 64% (9 students) did not.

Evaluator's Comments and Observations

Students were observed working individually or in small groups. One group was involved in a vocabulary word game, while another was working on math problems with the teacher. The teacher and aide generally served as resource people. The program seemed well implemented. Additional emphasis on basic skills achievement should be encouraged, since the programs achievement objective was not met.

JONES ALTERNATIVE

Administrator: Saul Grossman/James A. Atkins
Headquarters: Amber and Willard St.
Telephone: GA6-4114
Operating Years: 1972-1978
Grades Served: 7-9
Number of Pupils: 87
Project Location: _____ On-Site, X Off-Site
Number of Employees: 3 Professional, 3 Paraprofessional, 1 Clerical
Funding Source: General Fund

Project Description

The Jones Alternative explored the urban environment with students to prepare them to deal with the problems they would face when they graduate from school. Efforts to make education relevant to the students included use of community resources, newspaper study, classes to help students deal with the working world, and weekly trips to industrial, cultural, and educational institutions, informal, ongoing counseling helped the student deal with problems that arose in school on a day-to-day basis.

Project Objectives As Stated in Proposal

- A. To Increase student satisfaction with school as indicated by:
- (1) an improvement in the attendance of 50% of the students in the program,
 - (2) an improvement in behavior ratings of 40% of the students in the program, and
 - (3) a 40% decrease in the number of unsatisfactory performance ratings in the major subjects.
- B. Fifty percent of the participating students will maintain or increase

their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Evaluation's Comments and Observations

The basic skills component of the program was tailored to individual needs. Parent involvement in the program was demonstrated by 75% attendance at conferences following report card distribution. The staff reciprocated by visiting each home. Independent study projects were encouraged as well as exploratory activities at industries and schools in the area.

The evaluator observed unused space in the building which the coordinator reported could be used for various activities.

Project Outcomes: Evaluation Questions

QUESTION: Did 50% of the students improve their attendance this year?

ANSWER: Yes. Complete data were available for 81 students. Of this group, 62% (50 students) improved their attendance, 6% (5 students) remained the same, and 33% (27 students) declined.

QUESTION: Did 40% of the students improve their behavior ratings?

ANSWER: Yes. Complete data were available for 80 students. Of this group, 50% had fewer behavior problems, 45% remained the same and 5% had more behavioral problems.

QUESTION: Was there a 40% reduction in the number of unsatisfactory subject ratings received by students?

ANSWER: Yes. During the 1976-1977 school year 102 subject failures were recorded. This year 39 subject failures were recorded. This represents a decrease of 62%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: No. Complete data were available for 51 students. Of this group, 49% (25 students) attained or exceeded the anticipated growth for

their NPR's, while 51% (26 students) did not.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Math?

ANSWER: No. Complete data were available for 27 students. Of this group, 44% (12 students) attained or exceeded the anticipated growth for their NPR's, while 56% (15 students) did not.

KENSINGTON PRE-PARAMEDICS CORPS

Administrator: Sidney Weiss/Eleanore Machlowitz
Headquarters: 5339 North 13th Street
Telephone: GA5-5700, DA9-9867
Operating Years: 1974-1978
Grades Served: 10-12
Number of Pupils: 36
Project Location: On-Site, x Off-Site
Number of Employees: 2 Professional, 1 Paraprofessional, 0 Clerical
Funding Source: General Fund

Project Description

The Kensington Pre-Paramedic Program was a volunteer program which served high school students interested in the allied health fields. The program had two main components: an education component and a work experience component. Students spent half of each school day in the classroom. The staff offered students the core courses of English, history, math and science. The small class size however, allowed small group sessions to occur. The work experience component allowed students to work at the Philadelphia Geriatric Hospital. Students received an overview of all the health careers and were allowed to concentrate on learning one area. Students were well supervised and worked in areas such as Physical Therapy, X-ray, and Medical Records.

Project Objectives as Stated in Proposal

To increase student satisfaction with school as indicated by 50% of the participating students maintaining or increasing their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977-1978.

Evaluation's Observations and Comments

Students involved in the program were observed carrying out hospital-related functions in a mature professional manner. Hospital personnel were unanimous in praising the students. Some students were also working at the hospital on non-school time, demonstrating mutual satisfaction between hospital staff and students. A close relationship between teachers, staff and hospital personnel was observed.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance during the 1977-78 school year?

ANSWER: The average daily attendance was 87% this year.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in reading?

ANSWER: Yes. Complete data were available for 24 students. Of this group, 75% (18 students) attained or exceeded the anticipated growth for their NPR's, while 25% (6 students) did not.

LEA ALTERNATIVE PROGRAM

Administrator: Charles Thompson/Norris Eldridge
Headquarters: 4601 Spruce St.
Telephone: Sh8-1399
Operating Years: 1973-1978
Grades Served: 7-8
Number of Pupils: 50
Project Location: ☐ On-Site, ☒ Off-Site
Number of Employees: 2 Professional, 1 Paraprofessional, ☐ Clerical
Funding Source: General Fund

Project Description

The program served students in grades seven and eight from the Lea Elementary School. Program admittance was usually on a volunteer basis, though, some selections are made by the Lea faculty. The program emphasized basic skills using individualized and small group instruction. Elective courses were taken at the home school.

Project Objectives as Stated in the Proposal

A. To increase student satisfaction with school as indicated by:

- (1) a 40% decrease in the number of unsatisfactory performance ratings in the major subjects.

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1976 to 1977.

Evaluator's Observations and Comments

The Lea program emphasized individualized and small group instruction. Students received English and Social Studies instruction from one teacher and Math and Social Science from the second teacher. Reading instruction was individualized and supervised by the teachers aide. Observations indicated that small group instruction was used in English, while individualized folders were kept in Math. Overall, the learning atmosphere was excellent, and much teacher-student interaction occurred.

The staff also used outside experiences to help students learn. This included a weekend trip to the College Settlement House in Horsham, Pa. Other trips were to the Franklin Institute, the Bulletin, the Academy of Fine Arts, the Peach Cotton Nuclear Reactor, the Shubert Theatre and the Art Museum.

The program also stressed parent involvement. Parents came in at least twice a year to discuss their children's progress and were chaperones on many of the trips that were taken.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance for 1977-1978 school year?

ANSWER: The average daily attendance for this year was 91%.

QUESTION: Was there a 40% decrease in the number of unsatisfactory performance ratings in the major subjects?

ANSWER: Unsatisfactory performance in the major subjects was not a problem for the Lea Program.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: No. This year 45% (14 students) attained or exceeded the anticipated growth for their NPR's, while 55% (17 students) did not.

MCCLURE

Administrator: Irving Spaner/John McGovern
Headquarters: St. Simeon's, 8th and Luzerne St.
Telephone: BA 5-6215
Operating Years: 1974-1978
Grades Served: 4-6
Number of Pupils: 30
Project Location: On-Site, X Off-Site
Number of Employees: 1 Professional, 1 Paraprofessional, 0 Clerical
Funding Source: GENERAL FUND

Project Description

The program offered a flexible activity centered curriculum. Components included affective education, creative dramatics, and peer group tutoring. Following an initial referral by the classroom teacher, students were selected for the program. Typical reasons for referral included underachievement, hostility, non-attendance, and discipline problems.

Project Objectives As Stated in Proposal

To increase student satisfaction with school as indicated by:

- (1) Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977-1978.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance for the 1977-1978 school year?

ANSWER: The average daily attendance was 93% this year.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: Yes. Comparative data were available for 25 students. Of this group

76% (19 students) attained or exceeded the anticipated growth for their NPR's.
while 24% (6 students) did not.

Evaluator's Observations and Comments

Because of the loss of an aide, there were no field trips this year. The program was featured in educational journals as students won a number of District Seven Mathematics Awards.

MIDDLE YEARS ALTERNATIVE

Administrator: Thomas Young/Nina Herlock
Headquarters: Powel Elementary
Telephone: 3500 Lancaster Ave.
Operating Years: 1974-1978
Grades Served: 6-8
Number of Pupils: 75
Project Location: _____ On-Site, X Off-Site
Number of Employees: 3 Professional, 2 Paraprofessional, 1 Clerical
Funding Source: General Fund

Project Description

The resources of the University community, field trips, and independent projects formed the building blocks of the program. Students participated in an ungraded, independent study program based on contracts, learning stations, activity centers, and small group instruction. They were encouraged to take responsibility for their own learning and to work with minimum teacher supervision.

Project Objectives As Stated in Proposal

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Evaluator's Comments and Observations:

The program was handicapped this year by the loss of aides, having the site condemned, and few supplies being received. Thus, the program operated on a skeleton level compared to previous years. The teachers were observed to be enthusiastic and genuinely committed to common goals. They were

unanimous in their belief that a fuller program (i.e., one taking use of nearby university facilities, for instance) would be more beneficial to students.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance during the 1977-1978 school year?

ANSWER: The average daily attendance this year was 93%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: Yes. Complete data were available for 58 students. Of this group, 59% (34 students) attained or exceeded the anticipated growth for their NPR's, while 41% (24 students) did not.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Math?

ANSWER: Yes. Complete data were available for 58 students. Of this group 50% (29 students) attained or exceeded the anticipated growth for their NPR's, while 50% did not.

LANGUAGE SKILLS DEVELOPMENT THROUGH COOKING

Administrator: Maurice Weeks/ Joyce Bradley
Headquarters: W. F. Miller School
Telephone: RE9-1443
Operating Years: 1974-1978
Grades Served: 4-6
Number of Pupils: 30
Project Location: X On-Site, Off-Site
Number of Employees: 1 Professional, 1 Paraprofessional, Clerical
Funding Source: General Fund

Project Description

The program was designed for students in need of remedial instruction in reading. Each student spent one day a week at a cooking center where language skills were taught and reinforced centering around the activities of cooking.

Project Objectives As Stated In Proposal

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests for 1977 to 1978.

Evaluator's Comments and Observations

Two teachers divided teaching duties. Cooking instruction was used as a vehicle for teaching reading. Students were observed to be enthusiastic. Field trips included camping, a visit to a nature center, and a visit to a farm. Classrooms contained an abundance of learning materials.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance during the 1977-1978 school year?

ANSWER: The average daily attendance for the year was 92%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: Yes. Complete data were available for 24 students. Of this group, 62% (15 students) attained or exceeded the anticipated growth for their NPR's, while 38% (9 students) did not.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Math?

ANSWER: Yes. Complete data were available for 24 students. Of this group, 67% (16 students) attained or exceeded the anticipated growth for their NPR's, while 33% (8 students) did not.

PENN TREATY: BETTER EDUCATION THROUGH SERVICE AND TRAINING (BEST)

Administrator: Joseph Doyle/ James Weiss/ Gladys Smith

Headquarters: 701 East Thompson Street

Telephone: GA6-5111

Operating Years: 1972-1978

Grades Served: 9

Number of Pupils: 80

Project Location: _____ On-Site, X Off-Site

Number of Employees: 4 Professional, 2 Paraprofessional, 4 Clerical

Funding Source: General Fund

Project Description

BEST was a basic skills and career education program for approximately 80 ninth grade girls who had exhibited poor attendance patterns and had difficulty in adjusting to the regular school program. The students were rostered into four self-contained classroom units.

The staff used a formal, structured approach in their classes, with a strong emphasis being placed on the development of basic reading and mathematics skills.

Through the career component, the girls worked two days per week in community institutions such as hospitals, schools, and day-care centers, as nurses aides, classroom aides, and tutors.

Project Objectives as Stated in the Proposal

- A. To increase student satisfaction with school as indicated by:
1. an Improvement in attendance of 50% of the students in the program,
 2. an improvement in behavior ratings of 40% of the students in the program, and

3. a 40% decrease in the number of unsatisfactory performance ratings in the major subjects.

8. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1976 to 1977.

Evaluators Comments and Observation:

The Best program seemed to be fully operational. Instructional styles among teachers varied. Most however, used small group instruction. Teacher-student interaction was extensive. The work experience component was operational and fully implemented. The staff was interested in developing a screening process for entering students, to prevent too many overly disruptive or troubled students from entering the program and minimizing the program's effects.

Project Outcomes: Evaluation Questions

QUESTION: Was there an improvement in the attendance of 50% of the students?

ANSWER: No. This year 26 (46%) students improved their attendance while 30 (54%) students did not. The average daily attendance this year was 76%.

QUESTION: Was there a 40% decrease in the number of unsatisfactory performance ratings received by students?

ANSWER: Yes. During the 1976-77 school year 36 unsatisfactory ratings were obtained by students. During the 1977-78 school year 21 unsatisfactory ratings were obtained. This represents a decrease of 42%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their percentile rank?

ANSWER: Yes. Complete data were available for 42 students. Of this group 57% (24 students) attained or exceeded the anticipated growth for their NPR's, while 43% (18 students) did not.

PENROSE ELEMENTARY ALTERNATIVE PROGRAM

Administrator: Frank Salandria/Paula DiJoseph
Headquarters: 78th and Este Ave.
Telephone: 365-6292
Operating Years: 1974-1978
Grades Served: 2 - 3
Number of Pupils: 30
Project Location: X On-Site, Off-Site
Number of Employees: 1 Professional, 1 Paraprofessional, Clerical
Funding Source: General Fund

Project Description

Located in an area where the resources of the city were not available to students, the Penrose Alternative Program opened to students various cultural, historical and educational activities, sites and events. The curriculum was developed as a natural extension of the child's total experiences, using many different innovative materials within a flexible classroom structure. Monthly meetings were held to integrate home and school environments. Community resource people were invited to the classroom, as well, to share their experiences with the students.

Project Objectives

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Project Outcomes: Evaluation Questions

QUESTION: What was the average daily attendance during the 1977-1978 school year?

ANSWER: The average daily attendance was 96% for this year.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: No. Complete data were available for 17 students. Of this group, 35% (6 students) attained or exceeded the anticipated growth for their NPR's, while 65% (11 students) did not.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Math?

ANSWER: Yes. Complete data were available for 18 students. Of this group, 50% (9 students) attained or exceeded the anticipated growth for their NPR's, while 50% did not.

PREPARATORY SEVEN

Administrator: James Peters/Mervin Krimins/Larry Aniloff
Headquarters: Frankford and Olney High School, 6901 Rising Sun Ave.
Telephone: PI5-7021
Operating Years: 1978
Grades Served: 9-12
Number of Pupils: 100
Project Location: On-Site, X Off-Site
Number of Employees: 8 Professional, 2 Paraprofessional, 1 Clerical
Funding Source: Title IV-C

Project Description

Preparatory (Prep) 7 offered 100 students a racially balanced program which stressed basic skills development. The curriculum offered a variety of courses including algebra, biology, ethnic studies, French, and SAT prep courses. The class schedule ran from 8:10 a.m. to 1:10 p.m. Lunch was not offered at the program. Prep 7 had a small class size with no more than 20 students per class. The program also offered a community involvement component with students working at the Moore School and at Jeanes Hospital.

Preparatory 7 began on March 15, 1978. Therefore data on program achievement was not available. Records kept by the program coordinator indicated attendance over the first two months was 86%. Observations indicated the instruction tended to be traditional. The small class size, however, allowed more teacher/student interaction. Overall, the program seemed to be fully operational.

SOUTH PHILADELPHIA ALTERNATIVE PROGRAM (SALE)

Administrator: Benito Farnese/Robert Fisicaro
Headquarters: St. Luke's Methodist Church
Telephone: Ho7-7925
Operating Years: 1972-1978
Grades Served: 10
Number of Pupils: 72
Project Location: ☐ On-Site, ☒ Off-Site
Number of Employees: 2 Professional, 2 Paraprofessional, ☐ Clerical
Funding Source: GENERAL FUND

Project Description

The SALE Program served students who felt alienated from the traditional program. All students in the program were recommended by their school counselors. SALE offered students the core courses taught using a whole class approach, but, the small class size and the use of aides made some individualized instruction possible. In addition, the program offered various trips throughout the year.

Project Objectives as Stated in the Proposal

- A. To increase student satisfaction with school as indicated by:
- (1) an improvement in the attendance of 50% of students in the program
 - (2) an improvement in behavior ratings of 40% of the students in the program
 - (3) a 40% decrease in the number of unsatisfactory performance ratings in the major subjects.
- B. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in the National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

Evaluator's Comments and Observations

Students were observed being taught using a whole class approach. The math teacher gave a short lecture and then the class broke up into two groups with an aide working with the "weaker" groups. The curriculum was usually oriented toward basic skills development.

Students were also given time to use the gym facilities available and were able to go on various trips. One trip involved a visit to the U.S. Federal Court, where a judge explained some legal processes to the students.

The SALE program was well implemented and was helping students improve in the areas of attendance, behavior, and subject performance. However, additional emphasis should be placed upon the development of basic skills.

Project Outcomes: Evaluation Questions

QUESTION: Was there an improvement in the attendance of 50% of the students?

ANSWER: Yes. Complete data were available for 61 students. Of this group 69% (42 students) improved their attendance, 5% (3 students) remained the same, and 26% (16 students) had poorer attendance.

QUESTION: Was there an improvement in the behavior ratings of 40% of the students?

ANSWER: Yes. Complete data were available for 61 students. Of this group, 71% (43 students) had improved behavior ratings, 2% (1 students) remained the same, and 28% (17 students) had more behavior problems.

QUESTION: Was there a 40% decrease in the number of unsatisfactory subject ratings obtained by students?

ANSWER: Yes. Complete data were available for 62 students. During the 1976-1977 school year students received 71 unsatisfactory subject ratings. During the 1977-1978 school year students received 28 unsatisfactory subject ratings. This represents a decrease of 61%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their National Percentile Ranks?

ANSWER: No. Complete data were available for 29 students. Of this group, 34% (10 students) attained or exceeded the anticipated growth for their NPR's while 66% (19 students) did not.

VARE ALTERNATIVE PROGRAM

Administrator: George Fieo/James Rongione
Headquarters: St. Andrews Church, 22nd and Snyder Ave.
Telephone: Ho3-0709
Operating Years: 1972-1978
Grades Served: 7-9
Number of Pupils: 46
Project Location: On-Site, X Off-Site
Number of Employees: 2 Professional, 0 Paraprofessional, 0 Clerical
Funding Source: General Fund

Project Description

This project was designed to offer an individualized program to those students who were having difficulty adapting to a regular school program. Students selected for this program represented a population characterized by poor school attendance, withdrawn behavior, and severe adjustment problems. The program provided an individualized setting where teachers and aides, working with the students on a personalized one-to-one basis, attempted to lessen, if not resolve, many of the problems displayed by these students in the regular school settings.

The curriculum stressed the teaching of basic skills in English, Reading, Mathematics, History, and Science. In addition to the teaching of basic skills, field trips and guest speakers were used to enrich the curriculum. Students were able to take electives at Vare in music, physical education, art and typing.

Whole group, small group and individualized instruction were employed, depending on the subject matter and/or activity planned.

Project Objectives as Stated in Proposal

A. To increase student satisfaction with school as indicated by:

(1) an improvement in the attendance of 50% of the students in the program,

(2) an improvement in behavior ratings of 40% of the students in the program, and

(3) a 40% decrease in the number of unsatisfactory performance ratings in the major subjects.

Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Test from 1977-78.

Project Implementation

The Vare Alternative Program was located on the first floor of St. Andrews Church, 22nd and Snyder Avenue. The program occupied four rooms, two which were used for classroom instruction and two for small-group work. The gymnasium of the church was used as a recreational area.

The curriculum was primarily concerned with the teaching of basic skills in English, Reading, History, Mathematics, and Science. Electives were completely eliminated this year due to the priority placed on teaching basic skills. In addition to the basic skills, provisions were made to enrich the curriculum by providing field trips and guest speakers.

The instructional approach was student, rather than teacher centered. Large group, small group, and individualized instruction were observed being employed, depending upon the subject matter and/or activity. Observations revealed that during the instructional process, positive interactions between the instructor and the students were frequent. The instructional materials used in the classroom were workbooks, worksheets, and paperback books. Overhead projectors and other audio-visual materials were observed in use during some of the visits. Drill exercises using the blackboard and worksheets appeared to be the most predominant matter used in the teaching of mathematics.

Project Outcomes: Evaluation Questions

QUESTION: Was there an improvement in the attendance of 50% of the students?

ANSWER: Yes. Complete data were available for 36 students. Of this group 67% (24 students) improved their attendance, 8% (3 students) remained the same and 25% (9 students) had poorer attendance.

QUESTION: Was there an improvement in the behavior of 40% of the students?

ANSWER: Yes. Complete data were available for 35 students. Of this group, 40% (14 students) had improved behavior, 57% (20 students) remained the same, and 3% (1 student) had poorer attendance.

QUESTION: Was there a 40% decrease in the number of unsatisfactory subject ratings received by students.

ANSWER: Yes. Complete data were available for 36 students. During the 1976-1977 school year students received 30 unsatisfactory subject ratings. During the 1977-1978 school year students received 18 unsatisfactory ratings. This represents a decrease of 40%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in Reading?

ANSWER: Yes. Complete data were available for 25 students. Of this group 52% (13 students) attained or exceeded the anticipated growth for their NPR's, while 48% (12 students) did not.